

*How and what do students learn?
What empowers student learning?
How can we assess learning?*



Empowering Students to Learn

Conference Program

**Eighth Annual Conference on
Teaching and Learning**

Oakland University, Rochester, MI

May 14-15, 2014



Office of the Senior Vice President
for Academic Affairs and the Provost

Rochester, Michigan 48309-4496
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Greetings!

On behalf of the entire Oakland University, I would like to welcome all of you to the Eighth Annual International Teaching and Learning Conference. For nearly a decade, Oakland University and University of Windsor have used this forum to advance a critical mission – to ensure that all of our students have successful learning experiences.

While continually enhancing our instructional skills is an essential obligation, we know that the ultimate measure of our effectiveness is the degree to which our students can absorb, contextualize and apply the subject matter we teach. My colleagues and I are pleased to host a conference that so intensely focuses on student learning and success.

This year, we are privileged to have two keynote speakers who will provide a framework and practical strategies central to our conference theme “Empowering Students to Learn.” In addition to these keynotes, we will hear of the excellent work of our faculty and students through more than 60 concurrent and poster sessions.

We are delighted that our collaborative effort with the University of Windsor has grown to include participants from more than 12 colleges and universities in both the United States and Canada. We look forward to engaging with all of you during this conference and in many future interactions.

Thank you.

A handwritten signature in blue ink, appearing to read "James P. Lentini".

James P. Lentini, D.M.A.
Senior Vice President for Academic Affairs & Provost

Acknowledgments

The Organizing Committee of the Eighth Annual International Conference on Teaching and Learning would like to acknowledge the financial support and leadership from Provost James Lentini (Senior Vice President and Provost for Academic Affairs), Dr. Susan Awbrey (Senior Associate Provost) from Oakland University and from Interim Provost Bob Orr (Acting Provost and Vice President for Academic Affairs) and Dr. Alan Wright (Vice Provost for Teaching and Learning) from the University of Windsor. This annual conference would not be possible without their commitment to teaching and learning and the ongoing valuable collaboration between these cross-border institutions.

Special appreciation to Oakland's Senate Committee on Teaching and Learning for their financial support and sponsoring of the Poster Session and Reception.

Organizing Administrative Committee

Judy Ableser – Conference Co-Chair, Director of CETL at Oakland University

Erika Kustra – Co-Chair, Director of Teaching and Learning Development at University of Windsor

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Misa Mi

Chris Parks

Diane Underwood

Laila Guessous

Shaun Moore

Barbara Penprase

Astrid Younang

Poster Competition Judges

Chris Kobus, Oakland University

Shaun Moore, Oakland University

Pierre Boulos, University of Windsor

Jacqueline Stagner, University of Windsor

Preparation for the Conference

Wi-Fi Access

Wi-Fi is available for conference attendees. A Guest WiFi Instruction Sheet can be found in your conference packet and can be picked up at the Registration Desk.

Tweet the Conference

Share insights, questions, and highlights from the conference on Twitter using the hashtag #tlconf14. Follow TL Conf 2014 for conference pictures and updates.

Video Recordings of Sessions

The only problem with having so many great sessions is that we can't be in two places at once! Therefore, we will offer video recordings of concurrent sessions using Panopto, which records voice, video, and screen capture.* These video recordings will be made available on the conference website, cleo.uwindsor.ca/oakland.

Conference Workbook: Empowering You to Learn

Your bundle of conference resources includes the Empowering You to Learn conference workbook. In order to practice what we preach, we have included a learning tool that will help you engage, remember, reflect, and connect with the people and content of the conference. It includes places to set goals, plan your sessions, take notes, and it also provides some of the metacognitive exercises and resources you will hear about at the conference. This is something to start using right away.

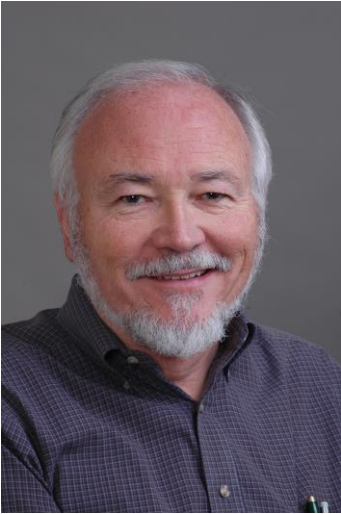
* Session recording will be contingent upon presenter permission.

Schedule of Events

Wednesday, May 14		8:30 a.m. – 5:00 p.m.
8:30-9:00 a.m.	Registration and Breakfast (Oakland Center, Banquet Rooms)	
9:00-10:00 a.m.	Welcome and Interactive Session	
10:00-10:15 a.m.	Break	
10:15-11:30 a.m.	Concurrent Sessions: 75-minute, 35-minute, and “Open Conversation on How and What Students Learn” (South Foundation Hall)	
11:30 a.m.-12:30 p.m.	Lunch (Oakland Center, Banquet Rooms)	
12:30-1:45 p.m.	Keynote Presentation with Interactive Activity – John Tagg	
1:45-2:00 p.m.	Break	
2:00-3:15 p.m.	Concurrent Sessions: 75-minute, 35-minute, and “Open Conversation with John Tagg” (South Foundation Hall)	
3:30-5:00 p.m.	Poster Session and Reception (Oakland Center, Banquet Rooms)	

Thursday, May 15		8:30 a.m.–5:30 p.m.
8:30-9:00 a.m.	Registration and Breakfast (Oakland Center, Banquet Rooms)	
9:00-9:20 a.m.	Welcome and Round Table Activity	
9:30-10:45 a.m.	Concurrent Sessions: 75-minute, 35-minute, and “Open Conversation on Pedagogy of Empowering Students to Learn” and “Special Session for Administrators and Chairs with John Tagg” (South Foundation Hall)	
10:45-11:00 a.m.	Break	
11:00 a.m.-12:15 p.m.	Concurrent Sessions: 75-minute, 35-minute, and “Open Conversation on Assessment of Learning” (South Foundation Hall)	
12:15-1:00 p.m.	Lunch (Banquet Rooms)	
1:00-2:15 p.m.	Keynote Presentation with Interactive Activity – Stephen Carroll	
2:15-2:30 p.m.	Break	
2:30-3:45 p.m.	Concurrent Sessions: 75-minute, 35-minute, and “Open Conversation with Stephen Carroll” (South Foundation Hall)	
3:45-4:00 p.m.	Break	
4:00-5:30 p.m.	Takeaways and Reflecting on the Conference: An Interactive Session (Banquet Rooms)	

Keynote Speakers



John Tagg

The Learning Paradigm College

Wednesday, May 14, 12:30-1:45 p.m., Banquet Room

Are our undergraduate colleges achieving what they want to achieve? Are we as educators doing what we say we want to do? John Tagg argues that colleges and universities as organizations are working against many of the deeply-held goals of most educators. He will discuss how we can change the organizational paradigm governing the way our institutions work in order to make student learning the centerpiece of higher education, to align what we do with what we say we want to do.

John Tagg is an independent writer and consultant on learning in higher education, and author of the book *The Learning Paradigm College* (Jossey-Bass, 2003).



Stephen Carroll

MetaLearning: Growing Self-Directed Learners

Thursday, May 15, 1:00-2:15 p.m., Banquet Room

Teaching students what learning is, how it works, and what kinds of strategies are best in different situations helps them learn more effectively and efficiently, enhancing their motivation, performance and success. This session will draw on current research in cognitive science, physiology of learning and neuro-psychology to build a six-phase model for teaching students how to learn that measurably accelerates students' progress toward these goals—simultaneously enhancing faculty performance. You will leave with resources and strategies to facilitate metalearning and an assessment instrument to help prove that it works.

Stephen Carroll is the founder of a teaching center at UC Berkeley and has directed writing programs at Berkeley and Santa Clara University (SCU).

	269 SFH	270 SFH	271 SFH	276 SFH	272 SFH	273 SFH	274 SFH
10:15-10:50 a.m.	302 – Building an Instructional Technology Toolkit: Integrating Teaching and Learning Tools to Empower All Learners A. Nichols Hess OU	326 – More Than Just a Game: The Ups and Downs of Implementing Collaborative Learning A. Schoening S. Selde et al. Creighton	323 – What is Your Framework for Program Evaluation? M. Mi OU	Open Conversation on “How and What Students Learn” facilitated by Rod Nyland OU	301 – “Sencerizing” a Biology Capstone Course F. Hansen OU	334 – Graduate Students as Mentors to Enhance Undergraduate Performance K. Miles Wayne State	296 – Using Student Technology for Purposeful Formative Assessment Data Collection... K. Hankinson Madonna
10:55-11:30 a.m.					255 – Implementation and Assessment of Teaching Methodology J. Stagner Windsor	275 – Mentors in an Undergraduate Psychology Course: A Comparison of Student Experience and Engagement M. Clayton-Sementilli M. Frey et al. Windsor	297 – An Interdisciplinary Partnership from Student and Faculty Perspectives... I. Boufford K. Nelson G. Smyth Windsor
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2:00-2:35 p.m.	305 – The Will to Empowerment: A Nietzschean Approach to Learning M. Potter Windsor	261 – The Role of Problem-Based Learning in Empowering Student Learning: Two Student Examples G. Allar R. Cheezum OU	313 – “Conducting Research Using Our Own Children, Ahem, I Mean, Our Own Students, as Participants” P. Boulos S. McMurphy Windsor	Open Conversation with John Tagg	271 – A Likely Pair: Engaging Technologies and Student Achievement A. LongBenton Wayne State	279 – Prompting Positive Learning: Insights Gained by Empowering Students ... J. Bornais D. Rickeard Windsor	304 – Game-Based Learning and Student Retention in the First-Year Writing Classroom S. Ruskiewicz OU
2:40-3:15 p.m.					278 – We Learn So You Learn: Peer Observation to Improve Classroom Teaching D. Andrews J. Bornais J. Dixon Windsor	272 – Turnitin on Trial: Advantages, Disadvantages, and Alternative Options J. Cappucci Windsor	300 – Using Virtual Worlds to Build Students’ Professional Proficiency W. Eastwood OU

Workshop Sessions 10:15-11:30 a.m.

302 – Building an Instructional Technology Toolkit: Integrating Teaching and Learning Tools to Empower All Learners

Amanda Nichols Hess, Oakland University

269 South Foundation Hall

Wednesday, May 14, 10:15-11:30 a.m.

Identifying and implementing instructional technology tools in the classroom can be challenging—conveying content and engaging students in learning are central concerns, even to innovative instructors who feel comfortable. However, integrating these tools becomes less daunting and can empower students to participate more in their own learning when instructors consider using technology as a way to address multiple modalities of instruction, especially through the lens of active learning. This presentation will equip attendees to take instructional technology into their classrooms with a toolkit that includes scholarship and research-based best practices, different tools for different learning styles, and strategies for implementing active learning techniques. Bring your own device—a tablet or a laptop—and a course syllabus, because this interactive workshop will give you time to try the tools discussed and envision how they could enhance student learning in YOUR classroom!

326 – More than Just a Game: The Ups and Downs of Implementing Collaborative Learning

Anne Schoening, Creighton University

270 South Foundation Hall

Susan Selde, Creighton University

Wednesday, May 14, 10:15-11:30 a.m.

Joely Goodman, Creighton University

Cindy Selig, Creighton University

Joyce Tow, Creighton University

This interactive session will report the results of an action research study designed to evaluate learning outcomes and student perceptions of collaborative learning in an undergraduate nursing program. Participants will simulate our students' experience by taking part in collaborative learning activities and sharing their perceptions. We will present qualitative data representing positive and negative student perceptions of the collaborative learning experience, quantitative data comparing student exam scores over a two-year period, and the results of our efforts to continuously improve our teaching through the use of student feedback. At the end of the session, participants will be able to:

1. Describe how collaborative learning strategies can be integrated into the college classroom.
2. Discuss the potential impact of collaborative learning on critical thinking skills.
3. Analyze faculty recommendations for implementing collaborative learning based on student perceptions.

323 – What Is Your Framework for Program Evaluation?

Misa Mi, Oakland University

*271 South Foundation Hall
Wednesday, May 14, 10:15-11:30 a.m.*

As faculty, we may be involved in designing an educational product on various subject matters. It is important for us to evaluate the effectiveness of the product so that we can provide evidence to show the value, worth, and merit of what we do to enhance and enrich students' learning experiences. When it comes down to a given evaluation task, how do we select an appropriate evaluation model or approach as a framework for conducting the task at a given situation? How do we know which model is the most useful and responsible and if we can use a combination of models and approaches to fit our purpose and suit our situation? In this workshop, participants will learn several useful evaluation models and approaches that would expand their repertoire of evaluation approaches and tools in formulating an evaluation plan and conducting a successful program evaluation.

Open Conversation on “How and What Students Learn”

276 South Foundation Hall

Wednesday, May 14, 10:15-11:30 a.m.

Open Conversations are opportunities for participants to engage in a conversation with colleagues, sharing their knowledge, research, views and experiences on one of the conference tracks.

Possible questions to ponder and discuss might include:

- How do we define learning?
- How do we make student learning, rather than grades, a focus of our courses?
- Are we teaching for deep learning or content recall?
- How does brain research impact what and how we teach?
- Do students need to learn content or learn how to access and analyze content?

Facilitated by Rod Nyland, Oakland University

Concurrent Sessions 10:15-10:50 a.m.

301 – “Sencerizing” a Biology Capstone Course

Fay Hansen, Oakland University

*272 South Foundation Hall
Wednesday, May 14, 10:15-10:50 a.m.*

The SENCER (Science Education for New Civic Engagements and Responsibilities) model is designed to strengthen student learning and interest in the sciences by connecting course topics to issues of critical local, national, and global importance. We have employed the SENCER approach to modify a Biology Capstone Course with the goal of better preparing graduates in Biological Sciences for the interdisciplinarity of the workplace of the 21st Century. *Food* was chosen as an overarching theme because of its local, national, and global importance within STEM fields and across fields including the social sciences, humanities, and public policy. We will present examples of our evolving pedagogical strategies aimed at developing learning objectives and knowledge production that 1.) are advanced and even transformative, and 2.) prepare students for future engagement and responsibilities—including problem-solving, lifelong inquiry and learning, critical evaluation and empowerment for future civic and/or professional action.

334 – Graduate Students as Mentors to Enhance Undergraduate Performance

Kevin Miles, Wayne State University

273 South Foundation Hall

Wednesday, May 14, 10:15-10:50 a.m.

Time spent between university faculty and undergraduate students (whether in the lab, practicum or classroom) is an investment in the students' performance. A wealth of research has shown that when faculty increase their interaction with students by acting as proper mentors, students achieve higher GPAs, gain more practical skills for their field, and in general learn more. In this session, the mentoring of undergraduates as a pedagogical tool to enhance learning will be discussed, including evidence from the literature that links enhanced mentoring of undergraduates to improved results (GPA, laboratory skills, etc.). The talk will further focus on utilizing graduate students (the future faculty) as mentors for undergraduate students. Finally, methods to design mentoring processes into courses will be discussed.

296 – Using Student Technology for Purposeful Formative Assessment Data Collection and Storage

Kevin Hankinson, Madonna University

274 South Foundation Hall

Wednesday, May 14, 10:15-10:50 a.m.

The need for formative assessment has been a priority for at least 25 years. However, the technology to easily collect the consequent data and store it for future analysis has not become readily available until the last five. Now, teachers and professors are poised to transform formative assessment from solely a reflection-in-action mechanism to a reflection-on-action opportunity, as well. The technology (e.g., smartphones and laptops) students bring to the classroom can serve a greater purpose than the one it typically does: a distraction. Transitioning student technology from toy to tool, however, requires an educator's intentional planning. The objective of this presentation, therefore, is to equip attendees with the knowledge and skills to effectively leverage student technology to measure learning and, ultimately, improve teaching through formative assessments. While the presenter will provide the knowledge, conference participants will be encouraged to use their own technology to dabble in selected Web 2.0 resources.

Concurrent Sessions 10:55-11:30 a.m.

255 – Implementation and Assessment of Teaching Methodology

Jacqueline Stagner, University of Windsor

272 South Foundation Hall

Wednesday, May 14, 10:55-11:30 a.m.

This presentation will focus on a first-year general engineering course, Engineering and Design. We will discuss the backward design approach that was taken to develop the course; starting with the learning outcomes associated with the course, how the assessment tasks measure student achievement of the learning outcomes, and the teaching strategies and approaches implemented in the course to meet the desired goals. As a result, inductive, student-centered learning through case-based, inquiry-based, discovery, and problem/project-based learning methods were incorporated throughout the course. Examples of these learning activities and feedback from student surveys on the usefulness of various course activities will be provided. Finally, the authors will comment on the challenges that must be considered as this course continues to grow and develop. Participants in this presentation will have the opportunity to reflect upon and discuss how these concepts are applicable to them and the courses that they develop and teach.

275 – Mentors in an Undergraduate Psychology Course: A Comparison of Student Experience and Engagement

Martene Clayton-Sementilli, University of Windsor

Marc Frey, University of Windsor

Tyler Pickel, University of Windsor

Jill Singleton-Jackson, University of Windsor

273 South Foundation Hall

Wednesday, May 14, 10:55-11:30 a.m.

Peer mentoring is a widely used term referring to a variety of learning activities. Curricular peer mentoring is more specific as it is a course-based form of peer mentoring intended as academic support for students. Developmental Psychology: The Child did not have mentors in the Fall of 2011 or Winter of 2013. Mentors were used in the course in Fall 2012. This presented a unique opportunity to do a direct comparison of the same course with and without mentors. This presentation will discuss the differences in student experience, engagement, and achievement in the courses as impacted by having or not having mentors. Students from the courses were asked to provide information regarding engagement with the course, attitudes toward group work, learning strategies, and academic success and goals. A description of how mentors can be used in a course as well as the results of the data analysis will be presented.

297 – An Interdisciplinary Partnership from Student and Faculty Perspectives: Film and Law for Clinical Learning

Ian Boufford, University of Windsor

Kim Nelson, University of Windsor

Gemma Smyth, University of Windsor

274 South Foundation Hall

Wednesday, May 14, 10:55-11:30 a.m.

In 2013, the University of Windsor funded a two-year project to develop online teaching and training materials for clinic law students. Although the project team initially concentrated within the law faculty and clinics, grant reviews challenged us to think more creatively. This led to an interdisciplinary project team, and collaborative teaching opportunities in the creation of the teaching materials. The team grew to include student documentary filmmakers, clinicians, law students, web developers, and online learning specialists who developed a broad range of materials meant to introduce students to basic skills, knowledge and values essential to clinic law practice. Participants will sample some of the materials, but will primarily focus on both the teaching and learning aspects of this project-based collaboration between a fourth year Documentary Filmmaking class and the Clinic Law Program. Perspectives from Professor Nelson (SACI) and Professor Smyth (Law) will be supplemented by Ian Boufford (SACI student).

Workshop Sessions 2:00-3:15 p.m.

305 – The Will to Empowerment: A Nietzschean Approach to Learning

Michael Potter, University of Windsor

*269 South Foundation Hall
Wednesday, May 14, 2:00-3:15 p.m.*

"Hearken now to my word, you wisest ones! Test it seriously, whether I have crept into the heart of life itself, and into the roots of its heart! Wherever I found a living thing, there found I Will to Power; and even in the will of the servant found I the will to be master." - Thus Spoke Zarathustra (XXXIV. Self-Surpassing).

Friedrich Nietzsche introduced the Will to Power as both a principle of life and a fundamental psychological drive. Now, we in higher education speak of “empowering” students. What do we mean? Do we mean that we seek to help students realize and exert their own power, or do we mean that we are authorizing them to exert some smaller control within boundaries we, as their educators, define and defend? And what relation does the empowerment we desire have to student learning “as an end and as a means”?

261 – The Role of Problem-Based Learning in Empowering Student Learning: Two Student Examples

Greg Allar, Oakland University

Rebecca Cheezum, Oakland University

*270 South Foundation Hall
Wednesday, May 14, 2:00-3:15 p.m.*

This session presents two examples of the use of the problem-based learning strategy in two different courses: (1) an introductory international studies course, “The Global Citizen” and (2) a writing-intensive, capstone course for Health Sciences majors, “Laws, Values, and Healthcare.”

“When problems are experienced as relevant and important, people (students) are motivated to direct their energies towards solving them. It is exactly these energizing and curiosity-inducing dimensions of problems that form the basis and rationale for using problems in teaching and learning” (Barrett & Moore, 2011, p. 3, parentheses mine!).

313 – “Conducting Research Using Our Own Children, Ahem, I Mean, Our Own Students, as Participants”

Pierre Boulos, University of Windsor

Suzanne McMurphy, University of Windsor

*271 South Foundation Hall
Wednesday, May 14, 2:00-3:15 p.m.*

SoTL (scholarship of teaching and learning) investigates the effects of teaching and learning practices, aiming to refine higher education. Much SoTL involves the use of students as research participants; some find this unreliable since it relies on teachers' perceptions and other proxies that cannot be linked to student learning. Alternatively, if we are interested in student learning, we must study the students themselves. A variety of ethical issues arise when students participate in SoTL research. Researchers must bring an array of values, principles, reasoning, and duties to bear on the ethical issues involved. When issues go unnoticed, the ethical resources one may use to deal with them are irrelevant. Can we make useful, justifiable claims in SoTL without involving students? If so, given anticipated ethical issues, do we have an obligation to conduct SoTL research that does not use students as research participants? Do these considerations imply an obligation to conduct research that is likely to benefit students?

Open Conversation with John Tagg

276 South Foundation Hall

Wednesday, May 14, 2:00-3:15 p.m.

Continue the conversation started in the keynote address! Open Conversations are opportunities for participants to engage in a conversation with John Tagg and colleagues, sharing their knowledge, research, views and experiences on the keynote session's themes.

Concurrent Sessions 2:00-2:35 p.m.

271 – A Likely Pair: Engaging Technologies and Student Achievement

A'Kena LongBenton, Wayne State University

272 South Foundation Hall

Wednesday, May 14, 2:00-2:35 p.m.

Theoretical literature argues that engagement and academic achievement go hand-in-hand (Willms, 2000). Attendees of this session will have an opportunity to be engaged via technologies and learn how engagement is often a precursor to student achievement. Using technologies such as Poll Everywhere, QuizBreak!, Quiz Revolution, StudyBlue, and SurveyMonkey, faculty will be able to assess how much their students know before a course exam given. Specifically, faculty will be exposed to creative ways to assist their students with studying for their course exams. This session will address formative assessment technologies and readily connect them to pedagogical practices across various disciplines.

279 – Prompting Positive Learning: Insights Gained by Empowering Students and Peer Mentors Using an Experiential Learning Pedagogy

Judy Bornais, University of Windsor

273 South Foundation Hall

Debbie Rickeard, University of Windsor

Wednesday, May 14, 2:00-2:35 p.m.

Peer mentoring in higher education is an excellent learning opportunity for mentors and mentees. Research conducted using peer mentors to enhance nursing skills in health assessment showed significant benefit. Could this same benefit be seen in an experiential learning environment where students and mentors are expected to think on their feet not in their seats? Addressing the conference theme of "what pedagogies empower student learning," this presentation will introduce a peer mentorship model used in an experiential learning setting to promote, improve, and/or validate a participant's progression from novice to expert. This session will delve into the benefits for the student, peer mentor, faculty and nursing profession. Challenges to implementing this mentorship approach including training, leveling and learning curves will also be discussed in relation to learning in the experiential learning setting.

304 – Game-Based Learning and Student Retention in the First-Year Writing Classroom

Sheryl Ruskiewicz, Oakland University

*274 South Foundation Hall
Wednesday, May 14, 2:00-2:35 p.m.*

The Pew Research Center reports that approximately 97% of teens play some form of video games in their free time. Games, similar to empowering student to learn in the classroom, ask players/students to become a central and active agent in an engaging experience. This presentation explores how through the use of game-based learning, games can be incorporated into classroom instruction to promote student engagement, while maintaining robust learning outcomes and expectations. Utilizing qualitative research findings of a game-based learning course redesign of first-year writing classes, the presenter will share her experience with game-based learning in a traditionally first-year classroom, and how it affects student retention through academic experience, social integration, and student success. Finally, the presenter will offer some game-based learning classroom activities participants can easily add into their existing lesson plans and classes.

Concurrent Sessions 2:40-3:15 p.m.

278 – We Learn So You Learn: Peer Observation to Improve Classroom Teaching

David Andrews, University of Windsor

Judy Bornais, University of Windsor

Jess Dixon, University of Windsor

*272 South Foundation Hall
Wednesday, May 14, 2:40-3:15 p.m.*

Instructors' classroom practices play a key role in establishing a positive experience for students and facilitating their learning. By continuing to develop their teaching practices, instructors can have a significant impact on student learning. Receiving feedback on their practices is one way for instructors to enhance their development as teachers (Donnelly, 2007). This interactive session will provide participants with an opportunity to share and discuss the type of feedback they have received regarding their classroom teaching. Participants will then learn about the development of the Peer Collaboration Network at the University of Windsor, which enables instructors to share their experiences and ideas to improve teaching and learning through informal conversations. Preliminary findings on the benefits of the network will be shared, along with the challenges encountered in encouraging instructors to participate in this initiative. Attendees will be invited to participate in the network and expand it across the international border.

272 – Turnitin on Trial: Advantages, Disadvantages, and Alternative Options

John Cappucci, University of Windsor

*273 South Foundation Hall
Wednesday, May 14, 2:40-3:15 p.m.*

The anti-plagiarism software Turnitin is employed by high school, college, and university instructors across Canada and the United States. The software has provided instructors with an unprecedented opportunity to detect instances of plagiarism within the work of their students. However, the use of Turnitin also raises several serious concerns such as the ubiquitous presumption of guilt, intellectual property rights, and educational privacy issues. In this session, participants will weigh the advantages and disadvantages of using Turnitin in their courses by referencing both scholarly literature and relevant case studies. In addition, participants will also learn of alternative methods to assess student work that does not make use of Turnitin but still manages to preserve academic integrity. These alternative methods may include having in-class essays, critical thinking papers, or reflection responses. The goal of this session is to assist instructors in making informed decisions about incorporating Turnitin in their teaching.

300 – Using Virtual Worlds to Build Students’ Professional Proficiency

William Eastwood, Oakland University

*274 South Foundation Hall
Wednesday, May 14, 2:40-3:15 p.m.*

In this session, I will show how my course, “Ethnography in Second Life,” attempts to bridge the divide between students’ book-knowledge about qualitative research and students’ real practice of research in authentic environments. Relying on learning theories about reflection and student practice, we will discuss the philosophical and practical problems of course design, given that courses are typically content-heavy and theoretically driven, rarely focusing on discipline-specific methodologies and real-life application. We will discuss my course and how it addresses these issues, approaching the bigger question “how can students practice the kinds of research they only read about?” Finally, we will connect student performance and my reflections as the course instructor to issues of assessment and students’ professional preparedness. Participants will come away with deeper appreciation for how online worlds can benefit student learning and also with theoretical insights and practical steps for incorporating online environments into their course design.

Poster and Resource Sharing Session and Reception

Banquet Rooms
Oakland Center
Oakland University
Wednesday, May 14, 3:30–5:00 p.m.



**Please join us for hors
d’œuvres while you help
select the recipient of the
annual Dr. Wilbert J.
McKeachie International
Poster Prize**

The Dr. Wilbert J. McKeachie Poster Competition

The 2014 conference organizing committee is pleased to present the Dr. Wilbert J. McKeachie International Poster Competition. The aim of this poster session competition is to promote the importance and value of posters as opportunities to explore effective and innovative teaching and learning practices, and disseminate research results. Along with traditional posters sharing research work in teaching and learning, we have also assembled an “instructional fair” track for sharing practical, quick strategies to implement into our classes.

Popular vote based on the poster competition criteria will determine five finalists, from whom the adjudication panel will determine the poster prize recipient. Posters will be judged based on the following criteria:

Conceptual Depth and Content - The poster’s originality, conceptual basis, and the relevance and value of its content.

Clarity - The poster’s success in communicating a message effectively.

Design - The poster’s visual design and use of images and diagrams to effectively reinforce the themes and concepts explored in the poster. The poster’s concise use of text for ease of readability.

Potential for Engagement - The poster’s potential to foster active learning. We encourage designs which foster greater and varied interaction between viewer and presenter.



The Dr. Wilbert J. McKeachie International Poster Prize established in 2009 for the University of Windsor (ON) and Oakland University (MI) Annual Teaching and Learning Conference

Conference participants are invited to take part in the selection process during Poster and Resource Sharing Session and Reception on Wednesday, May 14, 3:30-5:00 p.m. Ballots will be handed out at the poster session.

The Dr. Wilbert J. McKeachie International Poster Prize will be presented at the end of the poster session.

We thank the Oakland University Senate Committee on Teaching and Learning for their generous support of this poster session.

We also thank those who helped judge participants' top poster selections. Please note that members of the poster adjudication panel are not eligible for the poster prize.

Poster Adjudication Panel

Chris Kobus, Oakland University

Shaun Moore, Oakland University

Pierre Boulos, University of Windsor

Jacqueline Stagner, University of Windsor



Dr. Wilbert J. McKeachie

Wilbert J. McKeachie is Professor Emeritus of Psychology and former Director of the Centre for Research on Learning and Teaching at the University of Michigan where he has spent his entire professional career since taking his doctorate in 1949. His primary activities have been college teaching, research on college teaching, and training college teachers. He is past President of the American Psychological Association; the American Association of Higher Education; the American Psychological Foundation; the Division of Educational, Instructional, and School Psychology of the International Assoc.

of Applied Psychology; and the Centre for Social Gerontology. He is also past Chairman of the Committee on Teaching, Research, and Publication of the American Association of University Professors, and of Division J (Psychology) of the American Association for the Advancement of Science. He has been a member of the National Institute of Mental Health Council, the Veteran's Association Special Medical Advisory Group, and various other government advisory committees on mental health, behavioral and biological research, and graduate training. Among other honors, he has received eight honorary degrees and the American Psychological Gold Medal for Lifetime Contributions to Psychology.

Wednesday, May 14

Poster Session: 3:30-5:00 p.m.

*Poster presenters can begin set up at 2:30 p.m.

Traditional Poster Presentations		
256 – Plagiarism Education: Engagement, Awareness, and Knowledge	Julia Colella	Windsor
262 – It Is Only Risky if I Don't Truly Believe That I Will Succeed	Joan Craig	Windsor
264 – Normalizing Mental Health Issues: A Path to Student Empowerment	Tamal Kissoon Kaitlin Schilling Shelagh Towson	Windsor
266 – SEGATA: Graduate and Teaching Assistant Evaluation Process	Hoda Eiliat	Windsor
268 – Night People Operating in a Morning-Oriented World: Recommendations for Accommodating Students' Natural Tendencies in Academic Settings	Joan Craig Kathryn Lafreniere Ashlyne O'Neil	Windsor
269 – Undergraduate Student Attitudes and Study Behavior: The Relationship Between Academic Entitlement and Self-Regulated Learning	Dennis Jackson Chelsea McLellan	Windsor
270 – Applying a Virtual Experience to Complement First Year Undergraduate Biology Teaching Labs	Dora Cavallo-Medved Hussein Hammoud Marisa Market	Windsor
277 – Canadian-Arab High School Students' Perceptions of Their Schooling Experiences	Nesreen El Kord	Windsor
287 – University Students' Intentions to Seek Help in Stressful Situations	Kenneth Cramer Jordynne Ropat	Windsor
293 – A Case Study: The Effect of Strikes on Students at the University of Windsor	Horis Mansuri Andre Miglietta Stephanie Shaw	Windsor
298 – Applying Best Teaching Practices and Learning Theory to Training Student Volunteers in Peer Counseling	Sobia Ali-Faisal Courtney Williston	Windsor
308 – Teaching Culture Indicators: Valuing and Enhancing Quality Teaching in Higher Education	Samantha Burton Florida Doci Hoda Eiliat Kaitlyn Gillard Erika Kustra Ken Meadow	Windsor and Western
310 – The Effect of Developing Writing Skills on the Student's Learning Performance and Cognitive Competence during Adolescence Stages of Development	Sumar Ghizan	Windsor
322 – What Is the Research Evidence about Learning? Can We Apply It to Improve Our Teaching?	Misa Mi	OU
325 – Instructional Design to Develop Motivated Learners	Misa Mi	OU
333 – Creating Your Own Destiny: Student-Generated Practice Exams	Mary Bee	OU

Instructional Fair Posters		
282 – Fostering Online Reflection and Collaboration—the Wiki Way	Stephen Loftus	OU
295 – Peer Reviews in the Classroom: Enhancing Student Learning	Julia Colella Orrin-Porter Morrison	Windsor
303 – "Tweet Tweet In and Out"	Tranum Kaur	Windsor
307 – Using Simulation to Teach Leadership Competencies in Delivering Safe Patient Care in Nursing Education	Claudia Grobbel	OU
311 – A Modern Approach to Education for At-Risk Youth	Kristy McLean	Windsor
315 – Pedagogical Strategies to Empower Students to Learn	Barbara Penprase Lynda Poly-Droulard	OU

Poster Session Abstracts

256 – Plagiarism Education: Engagement, Awareness, and Knowledge

Julia Colella – University of Windsor

Research on plagiarism, a form of academic misconduct, is limited. This study had two groups of participants from a southwestern Ontario university: pre-service teachers and pre-service faculty instructors. Findings from this online, quantitative study revealed that the majority of pre-service teachers admitted to plagiarizing at least once during their enrolment in the Consecutive Bachelor of Education program. Further, less than 25% of the pre-service teachers thoroughly understand plagiarism. Plagiarism education was also investigated, and the results demonstrate that while 51.4% of the pre-service teachers reported their instructors included the University's plagiarism policy on the course outline, 100% of the pre-service faculty instructors reported they did so. It was also found that only 20% of pre-service teachers reported all of their instructors shared plagiarism information with them, whereas 50% of pre-service faculty instructors reported to have done so. This presentation will share implications for practice for educators regarding plagiarism.

262 – It is Only Risky if I Don't Truly Believe That I Will Succeed

Joan Craig – University of Windsor

This project looks at the relationship between academic risk taking and positive thought-action fusion. Thought-action fusion (TAF; Rachman, 1993) is a cognitive distortion, in which a person believes that his/her thoughts have a direct influence on events. Past research with thought-action fusion has generally maintained a focus on people's beliefs that negative events may result as a consequence of their personal thoughts. Rather than investigating negative TAF, this project applied the cognitive theory of obsessions (Rachman 1997, 1998) to investigate the relationship between participants' perceptions of academic risk and their level of positive thought-action fusion. For example, a person may believe that the more he thinks positively about getting away with cheating, the better his chances of not getting caught. Results indicate a significant relationship between positive thought-action fusion and perceived risk. Implications are explored in relation to interventions that are designed to decrease academically risky behavior.

264 – Normalizing Mental Health Issues: A Path to Student Empowerment

Tamal Kissoon, Kaitlin Schilling, and Shelagh Towson – University of Windsor

An increasing number of post-secondary students live with mental health issues that reduce their capacity to learn; many of these students do not make use of mental health services available on campus because of the continuing stigma associated with mental health problems. In order to create a more supportive and empowering learning environment, the researchers prepared and promoted a course syllabus insert designed to normalize mental health issues by informing students of available mental health services and inviting them to use these services if they were "feeling overwhelmed." This initiative was followed by the development of a survey exploring student attitudes toward help-seeking for mental health issues, their awareness of existing on-campus mental health services, and their suggestions for improvement in on-campus mental health promotion and service delivery.

266 – SEGATA: Graduate and Teaching Assistant Evaluation Process

Hoda Eiliat – University of Windsor

Graduate assistants are responsible for an array of tasks and duties to assist faculty members in lectures and tutorials. It is crucial to measure the effectiveness of their role in instructors' teaching and students' learning experience. "Student Evaluation of GA/TA" forms (SEGATA) are designed for students to evaluate their GA/TA and provide feedback on their performance. Graduate assistants are evaluated based on their professionalism, teaching skills, attitude and aptitude. Gathered feedback results are summarized and discussed with the GA/TA by the instructor. Strength points are highlighted and areas in need of improvement are discovered. Up until now, an ideal GA/TA would be noticed by word of mouth, unofficial feedbacks from the students and the instructor's willingness to work with her/him again. The designed feedback process will be an official document to distinguish the GA/TA who would go the extra mile and motivate others to change the status quo.

268 – Night People Operating in a Morning-Oriented World: Recommendations for Accommodating Students' Natural Tendencies in Academic Settings

Joan Craig, Kathryn Lafreniere, and Ashlyne O'Neil – University of Windsor

To examine differences between students who identify as morning or evening people, this research used a sample of 242 undergraduate students from the University of Windsor, who completed an online survey assessing the Big Five personality traits, learning orientation, effortful control, procrastination, risk behaviors, and chronotype. Previous research has demonstrated that people who operate naturally in the morning tend to exhibit more favourable characteristics while “night owls” display poor self-regulation. The present study determined that students who self-identify as morning people tend to procrastinate less, be more conscientious, display greater effortful control, and have a higher learning orientation (a true desire to learn and understand material). In contrast, night people were more likely to procrastinate, engage in academically risky behavior, have neurotic tendencies, and have a higher grade orientation (the desire to get good grades, regardless of comprehension). Recommendations are made for accommodating these natural characteristics and increasing academic success.

269 – Undergraduate Student Attitudes and Study Behavior: The Relationship Between Academic Entitlement and Self-Regulated Learning

Dennis Jackson and Chelsea McLellan – University of Windsor

Academic entitlement can be defined as the tendency for students to hold unrealistic expectations for reward of some kind that is not justified based on academic achievement, these expectation and beliefs imply a disregard for personal responsibility and also imply unrealistic expectations about the roles of professors. In general, academic entitlement reflects demanding attitudes and behavior on behalf of the student (Jackson et al., 2011). Recent research aimed at understanding academic entitlement has focused primarily on how this might influence the learning process. This project addresses how student learning strategies and study habits may influence entitled attitudes. Specifically, this poster will address the relationship between self-regulated learning and academic entitlement. Self regulated learning can be defined as an approach to educational tasks that includes confidence, diligence, and resourcefulness (Zimmerman, 1990). The nature of the relationship between academic entitlement and self-regulated learning will be described.

270 – Applying a Virtual Experience to Complement First Year Undergraduate Biology Teaching Labs

Dora Cavallo-Medved, Hussein Hammoud, and Marisa Market – University of Windsor

Hands-on activities are an integral component of science teaching labs, however with increases in class sizes and budgetary constraints, these approaches are becoming more restrictive, and therefore, less common. As such, many instructors have moved towards online learning and virtual lab simulations. In a new undergraduate research project, we aim to combine both the virtual experience and hands-on exercises in the first-year biology teaching labs as a blended learning approach that will enhance the effectiveness of these labs. Blended learning approaches have shown to enhance student learning by reinforcing the subject material using a variety of teaching and learning strategies. This is of particular significance to student populations that have variable learning styles, such as that found in first-year biology courses that include both biology majors and non-majors. This project is unique in that undergraduate biology students will participate in the research, development and implementation of these virtual labs.

277 – Canadian-Arab High School Students’ Perceptions of Their Schooling Experiences

Nesreen El Kord – University of Windsor

The purpose of the research study is to reach an understanding of Arab-Canadian youth perceptions of their schooling experiences in hope of making bridges between cultures. In this research light is shed on the educational experiences of student participants in hope of understanding the circumstances, events or conflicts they face from their own perspectives, so that better strategies can be identified to address these challenges. Narrated stories are analyzed within three contexts, the social, cultural and historical contexts within which they are told according to Clandinin and Connelly (2000). Volunteer Arab student participants are observed in their high schools for one semester to better understand their lived experience, then participate in individual open-ended interviews. Windsor, is considered an appropriate place for the study because it is home for a significantly large Arabic community, which represented 8.15% of the city’s population in 2006 (Citizenship and Immigration Canada, 2010). Research is situated in the field of immigrants’ education, which is significant given the changing demographic composition of North America’s public school populations.

282 – Fostering Online Reflection and Collaboration – the Wiki Way

Stephen Loftus – Oakland University

The abilities to reflect deeply on one’s professional practice and to collaborate with others are important learning outcomes in higher education. These abilities can be fostered in the online environment by careful use of available tools such as wikis. This poster describes an approach to accomplishing these goals in a graduate course on Practice-Based Education. The learning activities require reflective writing on one’s own educational or training experiences to be shared with the class via a wiki. Participants are then required to comment on and respond to each other’s entries in light of the relevant literature. A selection of these comments and responses eventually become part of the final assignment for each student. It is made clear that marks are awarded for depth of insight and the ability to analyze the experiences of the class members in relation to the literature on higher education in general and practice-based education in particular.

287 – University Students’ Intentions to Seek Help in Stressful Situations

Kenneth Cramer and Jordynne Ropat – University of Windsor

This study explored the intentions of students to seek help when dealing with a variety of hypothetical scenarios. Students read a list of 50 stressful events on topics such as romantic, financial, family, and academic troubles; death; substance abuse; and personal mental health. They were also provided with a list of 15 people or services that they might ask for help (for example, their parents, Student Counselling Centre (clinical psychologist), or their family doctor.) After reading each scenario, participants ranked the top five people or services that they would likely consult about that scenario. The data connected to this study is presently analyzed. The ultimate goal of this research is to gain greater insight into students’ help-seeking behavior. The results of this study may assist facilities such as the Student Counselling Centre and/or the Peer Support Centre at the University of Windsor in terms of better marketing their services.

293 – A Case Study: The Effect of Strikes on Students at the University of Windsor

Horis Mansuri, Andre Miglietta, and Stephanie Shaw – University of Windsor

On September 8, 2013, the Canadian Union of Public Employees (CUPE) went on strike at the University of Windsor. This strike prompted a study regarding the attitudes of students towards labor union strikes. The study answered the following questions: 1) How a strike affects the students’ attitudes towards unions and/or university administrations; 2) What specific attributes determine students’ attitudes towards unions and/or university administrations; 3) What specific aspects of a strike relate to student’s attitudes towards unions and/or university administrations. Our study found that a change in opinion of the strike due to the loss of non-academic services and students perceiving themselves as being used as a bargaining chip were significantly linked to students’ attitudes towards unions. The qualitative finding of this study identified themes which include valuing education from both a monetary and academic viewpoint and students not having enough knowledge of unions and of the strike itself.

295 – Peer Reviews in the Classroom: Enhancing Student Learning

Julia Colella and Orrin-Porter Morrison – University of Windsor

Peer reviews are becoming a popular and useful tool for creating a student-centered environment. They provide an avenue to overcome the challenges of online learning. Although useful, peer reviews generally lack (1) guidelines for effective implementation and (2) the ability to maximize student academic development, a main concern for online courses. The Four-step model (Colella, Morrison, & Ouellette, 2010) provides a structured, objective, and standardized outline for instructors, teaching assistants, and students. Student development is enhanced through completing systematic skill diagnostics, reviewing a plethora of peer reviews from a variety of classmates, and receiving peer and instructor feedback. The Four-step model and the accompanying course work go beyond traditional peer review assignments by creating a supportive atmosphere that connects students.

298 – Applying Best Teaching Practices and Learning Theory to Training Student Volunteers in Peer Counseling

Sobia Ali-Faisal and Courtney Williston – University of Windsor

Constructivist learning theory proposes that learning occurs best when students are active in their own learning and in creating knowledge and skills. Using the constructivist approach, a training program was designed for the University of Windsor's Peer Support Center peer counselors. In our program, student volunteers peer offer support modeled after person-centered therapeutic approaches to other students who "drop in" to talk about issues in their lives. Because peer counseling is a substantial responsibility, student volunteers first receive intensive training in peer counseling techniques in order to feel confident in their abilities and deliver effective counselling. Our 4-day interactive training included games, activities, and bonding opportunities. This poster outlines the training process and the assessment of training. Volunteers showed significant improvement in knowledge of peer counseling techniques and common student issues. Active involvement in learning may help learners understand, retain, and apply information, particularly in the peer counseling context.

303 – "Tweet Tweet In and Out"

Tranum Kaur – University of Windsor

Learning is a continuous process with hidden need of innovation. Recent years have witness pedagogical shift, with new approaches to improve student motivation, autonomy and achievement (Fernandes, Flores, and Lima 2012). It is challenging both to promote and assess learning by social interaction and exchange of short messages such as used in twitter or in discussion forums. The aim of this poster is to share and reflect upon a "Tweet-like/Peer to Peer" pedagogical strategy used both in and out of the class and using this approach for better understanding of case studies of drugs taught in the Winter Term course "Drugs: From Discovery to Market" at the University of Windsor. The poster address how to effectively implement this strategy especially for International students with varying degree of background and skill sets. Delegates may experiment it within their courses in their respective fields such as nursing, pharmacy, engineering, and business.

307 – Using Simulation to Teach Leadership Competencies in Delivering Safe Patient Care in Nursing Ed.

Claudia Grobbel – Oakland University

Using the Quality and Safety Education in Nursing (QSEN) competencies a leadership based clinical simulation assignment has been implemented to strengthen students knowledge and practice of leadership strategies in delivering high quality care in a junior level baccalaureate nursing leadership course. The goal of this assignment is to allow students to practice strategies learned in class with a focus on communication, conflict resolution, priority setting, delegation and teamwork as they are applied to clinical situations. This project was designed using the simulation process by Page, Kowlowitz and Alden (2010). This simulation represents a typical day on a nursing unit with multiple patients, family, clinical staff and a variety of communication methods. Bandura's Social Cognitive Therapy guided this study. Simulated practice provides a safe learning environment for learning skills and increasing self-efficacy. Evaluation includes a pretest/post test on quality and safety content, student evaluation and a group debriefing of simulation.

308 – Teaching Culture Indicators: Valuing and Enhancing Quality Teaching in Higher Education

*Samantha Burton, Florida Doci, Hoda Eiliat, Kaitlyn Gillard, Erika Kustra – University of Windsor
Ken Meadow – University of Western Ontario*

Quality teaching is critical in an academic environment with an increasing pressure to develop metrics and quality assurance systems. A culture with improved teaching quality is likely to improve student learning (Cox et al., 2011), but in order to better understand the influence of culture on teaching, we need specific, measurable indicators. Eight institutions received funding from a Ministry Productivity Innovation Fund grant, and developed a Teaching Culture Perception Survey (Hanard & Roseveare, 2012). Two versions of the survey were designed, one for students and one for instructors and administrators, to identify each group's perception of their institution's teaching culture. The surveys were piloted, and focus groups were run at three institutions: Windsor, Western, and McMaster. The initial data analyses are included. Additional research explored other possible indicators of institutions' teaching culture. The goal is to develop a process that enables institutions to build a culture that values teaching.

310 – The Effect of Developing Writing Skills on the Student's Learning Performance and Cognitive Competence during Adolescence Stages of Development

Sumar Ghizan – University of Windsor

This research paper is to investigate the relationship between two language skills, reading and writing, and the effect of developing those skills on the students learning competence and academic performance in general. It tackles direct and indirect factors that positively influence the learning process and Evaluation and Assessment and how both can contribute to have a quality of learning outcomes once we investigated the dimensions of the language acquisition process and teaching methodologies related to the subject matter in general and the learner's reading-writing skills in particular. The study takes into consideration the theoretical background as well as application. It presents some useful evaluation models and relate to educational psychological principles such as motivation to learn. The purpose of the study is meant to reveal the tremendous correlation the researcher found between the two skills and the impact of developing those two skills to study the impact on literacy.

311 – A Modern Approach to Education for At-Risk Youth

Kristy McLean – University of Windsor

There are two approaches to learning that are prevalent in educational institutions; teacher-centered approach and student-centered approach. In recent years, there has been speculation on a shift from teaching approach to learning. The paradigm shift away from teaching to an emphasis on learning has encouraged power to be moved from the teacher to the student (Barr and Tagg 1995). Our research analyzes the shift and best practices that have been implemented in student-centered learning approaches. The findings suggest the most effective way to implement educational programs based off the approach.

315 – Pedagogical Strategies to Empower Students to Learn

Barbara Penprase and Lynda Poly-Droulard – Oakland University

An innovative, perioperative program which incorporates simulation and flipped classroom course is offered to senior nursing students in collaboration with area hospitals. Due the shortage of nurses in the Perioperative Area, especially the Operating Room, there is a need to hire new graduates (not traditional done in the past). We have aligned the curriculum with the needs of the institution in hopes to decrease orientation time (6 to 12 months long). The simulation is focused on a post-operative patient who has internal bleeding resulting from surgery. Simulation has rarely used in perioperative training. Students will gain confidence in patient care during a simulated experience in a safe and non-threatening environment. Students are expected to display evidence of critical thinking, decision making, prioritization, organization, problem solving, accurate physical assessment, and clinical judgment to carry out the assigned objectives of the simulated experience.

322 – What is the Research Evidence about Learning? Can We Apply It to Improve Our Teaching?

Misa Mi – Oakland University

The objectives of the workshop are to provide participants with an introduction to evidence-based principles of learning and to facilitate participants' reflection on their teaching practice and application of these principles in creating learning experiences for adult learners in an academic setting. Several principles of learning have emerged from recent evidence-based educational research. Learning and understanding these principles would help us become better in what we practice as teachers of adult learners. Teaching is a skill that can be learned, practiced, refined, and improved. In this workshop, participants will examine their own view and perspective of what learning is and how they teach. They will learn about the evidence-based learning principles and discuss ways to apply these principles to improving their teaching. This will be an interactive workshop conducted with case discussion, application exercises, and other active learning activities.

325 – Instructional Design to Develop Motivated Learners

Misa Mi – Oakland University

Many factors may account for learners flunking a course or failing in a learning task. One reason could be learners' lack of motivation in learning. Learners need to be motivated to utilize their learning capabilities and invest in learning tasks. A lifelong learner who is intrinsically motivated, self-directed, and finds learning enjoyable will keep growing professionally and seeking knowledge in his or her lifetime. How can we as faculty motivate learners and help them achieve academic and future career success and become lifelong learners? Faculty may find it a challenge to design motivational instruction to influence the degree of attention and effort that learners will supply to a learning task.

333 – Creating Your Own Destiny: Student-Generated Practice Exams

Mary Bee – Oakland University

How often are we told that we create our own destiny? Why do some students rise to the challenge and others fall short? In a sophomore-level anatomy class, students were given the option to participate by submitting student-generated questions that mimicked the instructor's examination questions. The student-generated exam was given to only those students who submitted questions. Surprisingly, less than 20% of students participated in this activity. A subsequent questionnaire identified the lack of student interest in this helpful learning experience primarily due to students' lack of time and perceived lack of benefit. Quantitative and qualitative perspectives on the student-generated exam experience were informative and insightful. In conclusion, we learned that a significant discussion of the benefits from both the instructor and peers is helpful when encouraging the students that this and other activities are advantageous to their learning.

Thursday, May 15

Schedule of Sessions

	269 SFH	270 SFH	271 SFH	276 SFH	272 SFH	273 SFH	274 SFH
9:30-10:05 a.m.	294 – Teaching With Your Mouth Shut: Fostering Active Engagement	309 – CHARM: Blending TPSR and Arts-Based Education with Underserved Youth in a Service Learning Pedagogy	336 – Let’s Talk: Establishing Connections with Students in Just 15 Minutes <i>L. Guessous, OU</i>	Open Conversation on “Pedagogy of Empowering Students to Learn” <i>Facilitated by Christina Moore OU</i>	260 – Does Source of Data Used in Problem Solving Have Any Impact in Student... <i>Fazle Baki, Windsor</i>	292 – “I’m Going to Be an Author?” ...Using Project-Based Learning <i>H. Greene, Windsor</i>	257 – Engaging in Communities of Practice... <i>D. Driscoll M. Kitchens OU</i>
10:10-10:45 a.m.	Across the Disciplines		331 – Agency and Engagement in the College Classroom... <i>D. Bozyk S. Wood Madonna</i>	Empowering Students to Learn” <i>Facilitated by Christina Moore OU</i>	283 – Action Research, Self Study and Scholarship of Teaching as Tools... <i>C. S. Klein OU</i>	280 – Rhetorical Reading as a Tool for Student Learning Empowerment <i>M. Liddle Windsor</i>	290 – Bridging Teaching and Research... <i>B. Hamilton et al. Windsor</i>
11:00-11:35 a.m.	286 – Story It! Enabling Learning Transfer to Practice	276 – Using Jazz Improvisation Concepts in Your Classroom	289 – Clear Space for Learning: Redesigning an Online First-Year Writing Course <i>L. Gabrion M. Kitchens et al. OU</i>	Open Conversation on “Assessing Student Learning” <i>Facilitated by Dana Driscoll OU</i>	312 – Digital Technology in the Humanities Classroom.. <i>K. Greer OU</i>	253 – Empowering Student Service Learning <i>S. Spencer-Wood OU</i>	274 – Multimodal Instructional Design... <i>B. Black J. Lucarelli OU</i>
11:40-12:15 p.m.	<i>D. Smith Wayne State</i>	<i>J. Brown M. Brown OU</i>			267 – The Academic Library and Online Learning... <i>A. Nichols Hess, OU</i>	281 – Applying the Model of Mastery Learning to Teaching Writing <i>A. Schneeweis, OU</i>	285 – A Portrait of At-Risk University Learners... <i>A. Prier, Windsor G. Salnitri</i>
2:30-3:05 p.m.	299 – Transforming a Health Science Course Curriculum with Socioscientific Issues	288 – The Why, What, and How to SoTL: Researching and Writing About Teaching...	317 – Pre-service Teacher Learning through Cultural Submersion... <i>S. Williams GVSU</i>	Open Conversation with Stephen Carroll	254 – Skills Will Set Them Free: Learning Research + Tech = Better Lives <i>K. Mathieson OU</i>	265 – Foundations for How to Learn: Development of Online Learning Modules <i>K. Cramer L. Plant, Windsor</i>	259 – Who is Generation Z?... <i>M. Dereski T. Moldovan M. Rezaee, OU</i>
3:10-3:45 p.m.	<i>J. Eastwood M. Craig OU</i>	<i>M. Potter J. Raffoul Windsor</i>	327 –Opportunities to Empower Students through Gen. Ed.... <i>C. Barragan, OU</i>		252 – Learning by (Others’) Doing: Community Service Learning in Large Classes <i>K. Anthony, Waterloo</i>	320 – Mentoring and Academic Resilience... <i>C. Reed Hendon OU</i>	291 – On Art and Science... <i>J. Wasserman E. Krug OU</i>

Workshop Sessions 9:30-10:45 a.m.

294 – Teaching With Your Mouth Shut: Fostering Active Engagement Across the Disciplines

Allyson Skene, University of Windsor

*269 South Foundation Hall
Thursday, May 15, 9:30-10:45 a.m.*

Don Finkel's provocative work, *Teaching With Your Mouth Shut*, has inspired many instructors to step back from the lecture model and develop more student-centred learning activities. Success, however, has been uneven, and many have complained that his approach is only suitable to a particular type of institution and learner, and impractical in a more typical university setting. This highly interactive workshop will address these concerns and explore very practical strategies to successfully create "mouth shut" activities that both engage students and foster deep learning. Through a series of sequenced exercises, participants will first distill the principles and practices of effective learning activities, apply these to create their own activities in a topic and discipline of their choice, and revise their plans to meet expected challenges related to student motivation and ability, as well as class size, available resources, and other institutional constraints.

309 – CHARM: Blending TPSR and Arts-Based Education with Underserved Youth in a Service Learning Pedagogy

*Maureen Connolly, Brock University
Julian Petrachenko, Brock University*

*270 South Foundation Hall
Thursday, May 15, 9:30-10:45 a.m.*

CHARM (Confident Healthy Active Role Models) is a physical activity program for teens and youth designated "at risk" or under-served. In its fifth year of operation as a service learning pedagogy, this program attracts both graduate and undergraduate students in mentor, facilitator, curriculum developer and instructor roles. We have been using Hellison's TPSR (Teaching Personal and Social Responsibility through Physical Activity) Model as our framework and this year have begun blending arts-based education strategies as well. Our program participants have challenging relationships with traditional school contexts as well as literacy, numeracy and anxiety issues. This session will allow participants to engage in several typical activities of program planning, "what if" forecasting, implementation and debriefing as well as discussing the learning for both the program participants as well as the graduate and undergraduate students involved in designing and delivering the program.

Open Conversation on "Pedagogy of Empowering Students to Learn"

276 South Foundation Hall

Thursday, May 15, 9:30-10:45 a.m.

Open Conversations are opportunities for participants to engage in a conversation with colleagues, sharing their knowledge, research, views and experiences on one of the conference tracks. Possible questions to ponder and discuss might include:

- What metacognitive techniques facilitate student learning?
- By providing student support are we empowering students to be effective learners or are we coddling them?
- What authentic learning experiences and experiential learning empower students learning?
- What learning theories most have impacted your teaching? Why?
- What can we do to encourage more authentic learning and transfer beyond our courses?

Facilitated by Christina Moore, Oakland University

Concurrent Sessions 9:30-10:05 a.m.

336 – Let’s Talk: Establishing Connections with Students in Just 15 Minutes

Laila Guessous, Oakland University

*271 South Foundation Hall
Thursday, May 15, 9:30-10:05 a.m.*

Faculty wishing to increase student engagement, enhance faculty-student interaction and improve the atmosphere in their classes may wish to host a “Connections” class in their courses. All faculty members need to do is spend 15-20 minutes during one class period sharing information about themselves, their research, their career path, their interests, how they decided to become a professor, and/or any other information they feel comfortable sharing with the class. Students are encouraged to ask questions and the dialogue is intended to be informal and open. Connections classes have been implemented in several freshman and sophomore-level engineering courses in the School of Engineering and Computer Science at Oakland University as part of a mini-grant from the NSF-funded ENGAGE program (<http://engageengineering.org>) and the response from students in follow-up surveys was very positive. In this presentation we report on lessons learned from this ongoing initiative and present assessment results.

260 – Does Source of Data Used in Problem Solving Have Any Impact in Student Learning Experience in an Introductory Statistics Class?

*Fazle Baki, University of Windsor
Fouzia Baki, McMaster University*

*272 South Foundation Hall
Thursday, May 15, 9:30-10:05 a.m.*

As part of an ongoing effort to enhance student learning experience in introductory statistics class, after consulting with students, we decided to work on the relationship between source of data used in problem solving and student learning experience. Existing researches show that a greater use of more relevant data in teaching statistics can improve the teaching and learning in statistics courses. In our project, we allowed students to use two categories of data to implement statistical concepts. In two different days, students used data provided in the text and data generated by them. We asked the students to document their experiences before and after these two classes. The idea behind the project is to find the impact of source of data on students’ learning ability. In this presentation session, we will discuss our findings from the project. We will also perform a similar exercise involving the audience.

292 – “I’m Going to Be an Author?” Writing Instruction Using Project-Based Learning

*Heather Greene, University of Windsor
Randy Hamelin, St. Clair College*

*273 South Foundation Hall
Thursday, May 15, 9:30-10:05 a.m.*

Integrating project-based learning (PBL) into any course is an opportunity to empower students and enhance their learning through a student-centered experiential approach to the classroom. Our presentation describes the successes and challenges two college English professors experienced when integrating a self-publishing project into their writing curriculum. Participants will learn how PBL encourages student ownership of learning, as well as crucial group work (interpersonal) skills. Including research skills into the project will also be discussed, as well as a list of tools and websites useful for self-publication. A brainstorming session will allow the opportunity to develop or expand ideas for integrating PBL into your own writing (or non-writing) courses. If you would like to increase higher-order thinking skills, foster deeper connections between your course and the student’s program, and have your students leave your course with an impressive finished product, we invite you to attend!

257 – Engaging in Communities of Practice: Supplementing Community-Based Service Learning with Online Reflection in a Peer Tutoring Course

*Dana Driscoll, Oakland University
Marshall Kitchens, Oakland University*

*274 South Foundation Hall
Thursday, May 15, 9:30-10:05 a.m.*

We leverage the concept of a "community of practice" (Wenger, 1998) to demonstrate how online reflective activity and peer response can supplement community-based learning in positive and powerful ways. We examine how students enrolled in our two sections of WRT320: Peer Tutoring in Composition negotiate between service learning and online reflective practice. Students in these sections tutor in two settings: face-to-face at an urban community organization where students tutor underprivileged elementary and middle-school students and online in a distance tutoring program for 5th graders. Through the integration of online reflective activities, the courses seek to create what Wenger (1998) calls a "community of practice" to foster learning, address issues of tutor identity, and help tutors make light of challenges within their service-learning experiences. More broadly, we discuss successes, challenges, and learning theories associated with our approach.

Concurrent Sessions 10:10-10:45 a.m.

331 – Agency and Engagement in the College Classroom: Are Instructors or Students Primarily Responsible for Motivation?

*Dennis Bozyk, Madonna University
Stewart Wood, Madonna University*

*271 South Foundation Hall
Thursday, May 15, 10:10-10:45 a.m.*

Do college instructors have the responsibility to motivate students? Should instructor effectiveness be judged in terms of the direction and intensity of student motivation to learn? A "motivational instructor" is one who inspires a liking for course content while fostering a level of effort and persistence characterized in recent formulations as student "grit." Employing a goal theory framework, the objectives are to examine the contribution of goal theory to our understanding of college classroom dynamics, to investigate the degree to which an instructor may influence student motivational orientation in a single course, and to evaluate the implications of "agentic engagement." Through presentation, brainstorming, and discussion, participants will be challenged to consider the question of whether the development of student motivation is critical to their effectiveness as content area teachers.

283 – Action Research, Self Study and Scholarship of Teaching as Tools for Faculty Development and Program Improvement

C. Suzanne Klein, Oakland University

*272 South Foundation Hall
Thursday, May 15, 10:10-10:45 a.m.*

Understanding what and how students learn is key for the success of the program graduates but also critical for continuous improvement efforts of individual faculty members as well as for high-quality graduate programs. In this presentation we compare and contrast action research, self study and scholarship of teaching as tools for promoting faculty development and program improvement. Additionally, the presenters will share their own experience with action research to examine the content and outcomes for graduate students enrolled in a principal preparation program. These tools offer a fresh and promising approach for faculty who are interested in their own development and program improvement.

280 – Rhetorical Reading as a Tool for Student Learning Empowerment

Margaret Liddle, University of Windsor

*273 South Foundation Hall
Thursday, May 15, 10:10-10:45 a.m.*

The transition from school to university is often difficult. Although students enter with similar grades, their lived experience can be very different. It is not uncommon for bright or marginalized students to fail. This can often be traced back to how quickly and well students adjust to their new learning environment. To reach their full potential, students must be able to read and communicate well in their new discipline. Unfortunately for some, previously successful reading strategies fail because university text has a new format, language and syntax and the students' knowledge base is weak. This presentation demonstrates how instructors can use rhetorical reading strategies as a tool for student learning empowerment that: promotes speedy acculturation into the discipline, reading and communication competence, allows marginalized voices to be heard, scaffolds learning, fosters meta-cognitive and affective learning, and provides one of the tools required for life-long learning.

290 – Bridging Teaching and Research Through Undergraduate Research

Beverly Hamilton, University of Windsor

Jessica Raffoul, University of Windsor

Jennifer Stefanczyk, University of Windsor

Natasha Wiebe, University of Windsor

*274 South Foundation Hall
Thursday, May 15, 10:10-10:45 a.m.*

Teaching and research are often considered the main pillars of higher education, and for many, these pillars stand in opposition. Recently, the University of Windsor's Centre for Teaching and Learning and Office of Research Services partnered to explore possible intersections between teaching and research. One aspect of this partnership has been the establishment of a joint undergraduate research initiative. Over the last fifteen years, programs that facilitate undergraduate research have become an increasingly common approach to improving student learning and engagement (Barefoot et al., 2005; Healey & Jenkins, 2009; Laursen et al., 2010). Our initiative has expanded awareness of and opportunities for undergraduate research, with the aim of establishing sustainable models for supporting and expanding undergraduate research on campus and in the community. This session will discuss benefits of incorporating undergraduate research across the curriculum, explore student perceptions of research, and share strategies for mentoring undergraduate researchers.

Workshop Sessions 11:00 a.m.-12:15 p.m.

286 – Story It! Enabling Learning Transfer to Practice

Debra Smith, Wayne State University

*269 South Foundation Hall
Thursday, May 15, 11:00 a.m.-12:15 p.m. a.m.*

Stories stimulate our mind, appeal to our heart, and trigger our imagination. Stories originate from our experience. A well-told story activates meaning making, fills knowledge gaps, sparks action and advances our development. In this interactive session, participants will use a worksheet to Describe, Operationalize, Tailor and See how the audience, content, and the learning environment can be connected through story to influence learning, retention and transfer to practice. Participants will be able to: describe the audience, content and learning environment; operationalize the story by connecting the audience with their experience to build a story using a beginning, middle, and end sequence; tailor the story by establishing an intellectual and emotional connection with the story content; tell the story they designed; and discuss the cognitive and affective impact of the story.

276 – Using Jazz Improvisation Concepts in Your Classroom

Jenine Brown, Oakland University

Miles Brown, Oakland University

270 South Foundation Hall

Thursday, May 15, 11:00 a.m.-12:15 p.m.

Recent research (e.g. Berk and Trieber, 2009) has described the benefit of using dramatic theater improvisation in the classroom. Jazz musicians also use improvisation as a core aspect of their art. This presentation will focus on how jazz musicians approach improvisation and how those approaches can be applied to a classroom learning environment. The beginning of the workshop will consist of a lesson on improvisation between a jazz professor and a student jazz band. Concepts in the lesson will include the use of musical vocabulary, spontaneous generation of ideas, and a clear sense of musical narrative and development. The workshop will continue with a discussion about how these concepts can be generalized and used in other disciplines outside of music. Workshop participants will divide into breakout groups to discuss ways they have used improvisation in their classrooms, and how they will use improvisation to bolster future student learning situations.

289 – Clear Space for Learning: Redesigning an Online First-Year Writing Course

Laura Gabrion, Oakland University

Marshall Kitchens, Oakland University

Christina Moore, Oakland University

Shaun Moore, Oakland University

Rebecca Rivard, Oakland University

Sheryl Ruskiewicz, Oakland University

271 South Foundation Hall

Thursday, May 15, 11:00 a.m.-12:15 p.m.

How do we translate empowering learning strategies, such as active learning and collaborative communities, into an online environment? Six first-year writing instructors redesigned their course structure and teaching methods to discover what empowers students to navigate, thrive, and take ownership of the online class space. As they share the measures they implemented, they will facilitate an activity to help participants map out how they currently plan for online learning and then brainstorm how they can further develop these elements: course design, completion tracking, student expectations management, instructor presence and visibility, communication, and feedback systems.

Open Conversation on “Assessing Student Learning”

276 South Foundation Hall

Thursday, May 15, 11:00 a.m.-12:15 p.m.

Open Conversations are opportunities for participants to engage in a conversation with colleagues, sharing their knowledge, research, views and experiences on one of the conference tracks Possible questions to ponder and discuss might include:

- How can we use broader assessments of learning (NSSE, departmental assessments, etc.) to understand learning in our own classrooms?
- How can we measure learning transfer beyond our courses?
- Are we aligning our curriculum and courses to accurately assess the identified learning outcomes?
- How do we assess attitudes and professional dispositions?
- If an important assessment of learning is long term application and transfer into the real world, how we assess it within the 14 weeks of a semester?

Facilitated by Dana Driscoll, Oakland University

Concurrent Sessions 11:00-11:35 a.m.

312 – Digital Technology in the Humanities Classroom: New Opportunities for Active Learning

Katie Greer, Oakland University

272 South Foundation Hall

Thursday, May 15, 11:00-11:35 p.m.

Through three types of student projects in humanities courses, this presentation will show that digital humanities projects should not be confined to research and graduate studies but can provide exciting new learning opportunities for undergraduate students and help hone digital literacy skills such as the ability to identify, locate, critically evaluate and use digital sources and tools.

253 – Empowering Student Service Learning

Suzanne Spencer-Wood, Oakland University

273 South Foundation Hall

Thursday, May 15, 11:00-11:35 p.m.

This presentation aims to inspire other teachers to empower student community service learning that shifts from instructor-centered teaching to student-centered learning through a self-directed research project that encourages students to take ownership by creating and conducting their own projects, with guidance from the professor. My historical archaeology course exemplifies how students are guided in planning and carrying out individually self-designed and directed research projects that benefit community agencies. Students are provided with descriptions of possible research projects and written sources for developing historical background and methods of data gathering and analysis. The original research results provide new information about historic sites in local communities. Projects have contributed to information about cemeteries, local architectural styles, and identification and meanings of artifacts at local historical museums. A grading rubric is used to assess student learning based on research papers submitted at the end of the class.

274 – Multimodal Instructional Design to Support the Development of Health Coaching Skills and Self Efficacy in Physical Therapy Students

Beth Black, Oakland University

274 South Foundation Hall

Jennifer Lucarelli, Oakland University

Thursday, May 15, 11:00-11:35 p.m.

Cognitive theories of learning support the need for multimodal instructional design strategies to address the different learning styles of students and to effectively engage students. This presentation will describe the diverse components incorporated into a health coaching learning module within the Teaching and Learning course for third year physical therapy students. The technique of Motivational Interviewing, a coaching technique that can be used in the clinical setting to support patients' behavior change was taught. This presentation will describe the various design elements incorporated into the module that also incorporated key components of Bloom's taxonomy of learning. The module used lecture, video, role-playing, and standardized patients to help the students learn the technique of motivational interviewing. Changes in students' self-efficacy for health coaching will be reported, as well as student evaluations of the module.

Concurrent Sessions 11:40 a.m.-12:15 p.m.

267 – The Academic Library and Online Learning: Empowering Students through Flexibility, Customizability, and Convenience

Amanda Nichols Hess, Oakland University

*272 South Foundation Hall
Thursday, May 15, 11:40 a.m.-12:15 p.m.*

Can online library instruction empower students to learn essential information literacy and critical thinking concepts? And, can online library instruction impact students' perceptions of the library and its resources on their learning processes? This presentation will examine these questions and will discuss a quasi-experimental study that compared the effectiveness of online and face-to-face learning workshops in upper-level undergraduates. As more and more instruction moves online, this research has considerable implications for how students can become effective seekers, users, and evaluators of the myriad of information they encounter daily, and if the library can play a role in this learning process. How the instructional methods compared and affected student learning will be discussed, and whether either instructional format impacted how students would use the library in the future will be shared. From these findings, suggested directions forward, both for librarians and for other academic faculty members, will be shared.

281 – Applying the Model of Mastery Learning to Teaching Writing

Adina Schneeweis, Oakland University

*273 South Foundation Hall
Thursday, May 15, 11:40 a.m.-12:15 p.m.*

The approach of mastery learning “or what others have called outcome-based learning” is not new to the education setting, but it has not been implemented as often in the teaching of writing at the university level. This presentation describes the implementation of the model in both online and in-person lessons. Starting with the establishment of specific benchmarks and setting up a progression of individual learning outcomes, the class also allowed assignment retake opportunities, until a satisfactory grade was achieved. An assessment of the final grades indicates successful implementation of the mastery learning model, in particular successful student engagement in active learning. Participants to this session will take away pedagogical ideas for implementing the approach to the teaching of skills and to enhance active learning.

285 – A Portrait of At-Risk University Learners: Exploring Belief Systems, Personality Type, and Emotional Intelligence in Relation to Two Students Academic Progress

*Andrea Prier, University of Windsor
Geri Salinitri, University of Windsor*

*274 South Foundation Hall
Thursday, May 15, 11:40 a.m.-12:15 p.m.*

What strategies are necessary for “at risk” students to improve their conceptual understanding, transferability and application of their learning? An in-depth analysis of the data of two students' journeys through a first year designated retention program, which includes a Strategies and Skills for Academic Success course, will explore how “at risk” students' beliefs systems, personality type, and emotional functioning influenced their learning approaches. Examples of student voice will be showcased and outcomes surrounding their engagement, course mastery, and retention will be highlighted. Strategies, and practical examples of how to incorporate belief systems, personality type, emotional functioning, and student voice into the “at risk” university classroom will also be discussed.

Workshop Sessions 2:30 p.m.-3:45 p.m.

299 – Transforming a Health Science Course Curriculum with Socioscientific Issues

Jennifer Eastwood, Oakland University
Mary Craig, Oakland University

269 South Foundation Hall
Thursday, May 15, 2:30-3:45 p.m.

Empowering students to make informed, ethical decisions in complex and uncertain situations is a primary goal of university education. To address this competency, we advance a socioscientific issues (SSI) model for health science education, in which issues with scientific and social components serve as learning contexts. Research shows that SSI contexts enhance students' conceptual learning, motivation, and decision-making. In our session, we will discuss methods to transform traditional health science curricula to SSI-based modules. For each course objective, socioscientific issues are identified to become curricular themes. Activities and resources that engage students in learning relevant science content, reasoning, argumentation, and collaborative problem solving are identified and integrated with existing lectures and labs. In addition to describing a sharable model for college SSI curricula, we will engage participants in a socioscientific module on human biology and genetically modified foods. Participants will also reflect on possible applications of the SSI model.

288 – The Why, What, and How to SoTL: Researching and Writing About Teaching and Learning

Michael Potter, University of Windsor
Jessica Raffoul, University of Windsor

270 South Foundation Hall
Thursday, May 15, 2:30-3:45 p.m.

The scholarship of teaching and learning (SoTL) asks instructors to examine their own classroom practice, along with scholarship and research, and share their findings with the aim of improving student learning and enhancing teaching quality. We invite you to join us for an interactive, engaging workshop on the why, what, and how to SoTL. The session will include hands-on activities aimed at helping you become more comfortable with the scholarship of teaching and learning, how to get started, the different forms SoTL can take, and SoTL publication and presentation outlets. The workshop facilitators will also provide practical tips on researching, writing, and publishing SoTL work in peer-reviewed journals, pulling from their experiences as editorial board members for SoTL-related journals.

Open Conversation with Stephen Carroll

276 South Foundation Hall

Thursday, May 15, 2:30-3:45 p.m.

Continue the conversation started in the keynote address! Open Conversations are opportunities for participants to engage in a conversation with Stephen Carroll and colleagues, sharing their knowledge, research, views and experiences on the keynote session's themes.

Concurrent Sessions 2:30 p.m.-3:05 p.m.

317 – Pre-service Teacher Learning through Cultural Submersion

Sherie Williams, Grand Valley State University

*271 South Foundation Hall
Thursday, May 15, 2:30-3:05 p.m.*

Does cultural competence in teachers matter? When we consider this answer we must explore the role of teachers in society. Knowing that many teachers do not understand, and in many cases appreciate, the vast cultures of the large number of students they teach, an eye on training teachers to be culturally competent must be considered. To that end, universities should provide pre-service teachers with opportunities for cultural immersion AND teaching. According to Butin (2005), teachers cannot teach what they don't know in terms of racial and cultural differences. One method of creating this culture of understanding and acceptance is through programs that allow teaching in a culture unlike the student teacher's own. Grand Valley State University offers two such experiences for pre-service teachers: one faculty led to Ourense Spain and the other an independent student led program with numerous receiving sites. Both programs offer cultural experiences, and host challenges and benefits, based on the program.

254 – Skills Will Set Them Free: Learning Research + Tech = Better Lives

Kieran Mathieson, Oakland University

*272 South Foundation Hall
Thursday, May 15, 2:30-3:05 p.m.*

People with skills—like programming, writing, and data analysis—have more choices than people without. Unfortunately, most university courses don't take advantage of research on how people learn skills. Faculty are experts in their disciplines, but not in learning. The CyberCourse project helps student maximize skills learned for their time and money. CyCo divides course activities across different people. Courses are created by domain experts who are passionate about learning. They use online tools that implement research-backed learning principles. Faculty become consultants and troubleshooters, working one-on-one with students in high-touch courses. Graders, who could be anywhere in the world, give students frequent formative feedback. The result: more students learn more skills, giving them more choices in their lives. The presentation will introduce the instructional, technical, and business models underlying CyberCourse, and demonstrate open source CyCo software.

265 – Foundations for How to Learn: Development of Online Learning Modules

Kenneth Cramer, University of Windsor

Lisa Plant, University of Windsor

*273 South Foundation Hall
Thursday, May 15, 2:30-3:05 p.m.*

Students who undertake university studies come from numerous backgrounds and bring with them a variety of skills and abilities refined at several different levels. The current project aims to develop an educational program that will offer necessary learning skills (e.g., time management, reading, note-taking, test-taking, and study skills) to first year undergraduate students campus wide at the University of Windsor. These skills create a framework from which students can learn effectively. Preliminary research has been conducted by the author to determine the usefulness of teaching such skills through learning modules given in a lab setting for introductory psychology students. The students who participated in these learning modules were found to have a better performance on their final exams than those who did not. From this evidence, this project seeks to develop the modules into an online format and offer it to a first large sample of students throughout campus.

259 – Who Is Generation Z? Preparing for Our Newest Generation of Medical Students

Mary Dereski, Oakland University
Tudor Moldovan, Oakland University
Michael Rezaee, Oakland University

274 South Foundation Hall
Thursday, May 15, 2:30-3:05 p.m.

There are “generation gaps” associated with age and life experiences. Generation Z currently populates our undergraduate classes. These students are characterized by: high levels of stress and depression; preferring virtual communication; being gamers; and considering cell phones to be their lifeline to the external world. As a newly formed school, the Oakland University William Beaumont School of Medicine (OUWB) is seeking to optimize faculty/student communication and education for our current and future students. Complementary surveys will be distributed to: 1) OUWB faculty 2) students in OUWB M1 and M2 classes, and 3) premedical students in OU science clubs across campus. The surveys will assess the differences and similarities in communication, and teaching/learning styles across generations. The goal of this research is to identify ways in which we can better understand one another and adjust our styles to foster a more effective classroom environment now and in the future.

Concurrent Sessions 3:10 p.m.-3:45 p.m.

327 – Opportunities to Empower Students through General Education Curriculum: Results of the OU General Education Survey

Cassandra Barragan, Oakland University

271 South Foundation Hall
Thursday, May 15, 3:10-3:45 p.m.

General education (GE) is the foundation for undergraduate education at OU providing core knowledge in three key areas: foundations, explorations, and integration. In Fall 2012, the GE Committee at OU administered a survey asking teaching faculty (N=119), advisers (N=18), and students (N=1510) impressions, satisfaction with, and goals of the GE program at OU. The results of this survey will be presented to participants framed in a pedagogy that focuses on the delivery of material in a way that is meaningful to both faculty and students by considering GE as its own curriculum. Participants will be encouraged to apply the results of this survey to help guide teaching approaches and practices that can easily be adapted to any subject.

252 – Learning by (Others') Doing: Community Service Learning in Large Classes

Kelly Anthony, University of Waterloo

272 South Foundation Hall
Thursday, May 15, 3:10-3:45 p.m.

This Community Service Learning (CSL) project tested a model of community service learning in a large (80 2nd year students) public health class, wherein some students (5) would be engaged in CSL while most would not. The CSL learners actively led relevant topic discussions (eg., a food bank volunteer shared experiences during discussions on food security, access, etc.) and thus enhanced their own and their peers' learning with examples, observations, and applied learning. Methodology was pre- and post-course questionnaires with survey data revealing a significant change in key concept areas of the course. Students felt that peer interactions, including those with the embedded CSL learners, improved the quality of the learning experience. They also reported that the embedded CSL learners enriched all students' class experiences, rather than only enriching the learning of the CSL engaged students.

320 – Mentoring and Academic Resilience: Academic Progress in a Predominantly White Institution as a Historically Marginalized Student

Caryn Reed Hendon, Oakland University

*273 South Foundation Hall
Thursday, May 15, 3:10-3:45 p.m.*

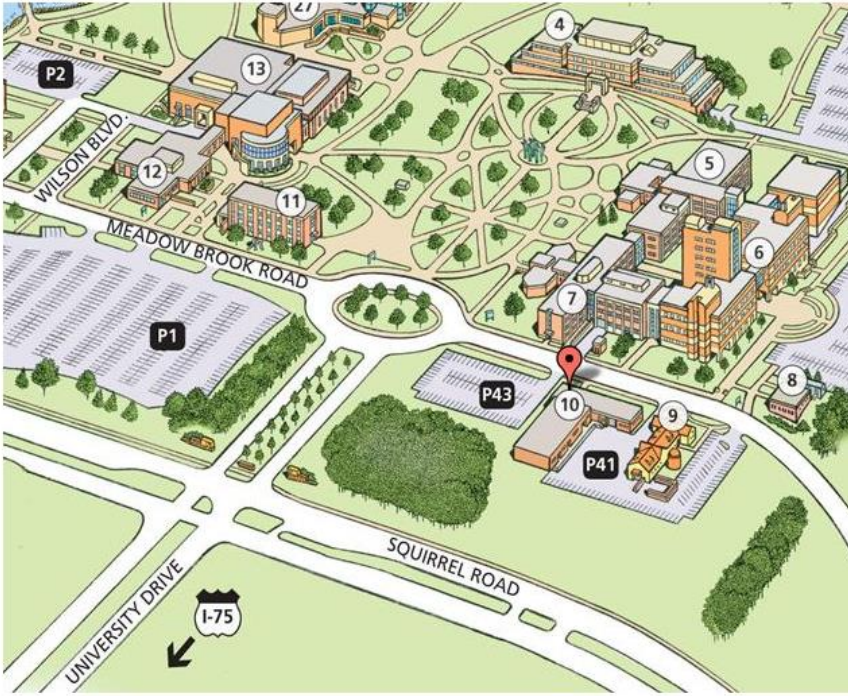
Mentoring for historically marginalized students in the post-secondary education years has been used as a means to mitigate factors of attrition in academic programs. As a student development construct, academic resilience utilizes protective processes for managing behavioral and emotional responses to difficult situations inside and outside of the classroom environment. This research study explored the relationship among academic resilience, mentoring, and academic progress in predominantly white institutions (PWIs). Using a quasi-experimental design, the researcher investigated retention and academic program progress rates for historically marginalized students from PWIs as each relates to academic resilience and mentoring.

291 – On Art and Science: An Epistemic Approach to Curriculum Design for the Integrating Social Science and Clinical Medicine

*Jason Wasserman, Oakland University
Ernest Krug, Oakland University*

*274 South Foundation Hall
Thursday, May 15, 3:10-3:45 p.m.*

Approaches incorporating social science into medical education have neither accounted for logistic constraints of training nor the fallacies of utilizing “social facts” in clinical practice. The art of medical practice remains largely conceptualized as an innate gift, while those without it are taught to “pass” using mechanistic techniques. A well-founded pedagogy for sociological and humanistic medical training is increasingly important when uncertainties of treating chronic illnesses suggest a re-expanding role for clinical judgment. We illustrate a bioethics curriculum that emphasizes the use of heuristics to promote the learners production of social scientific insights from their own observations of health issues, case studies, and patient encounters. Rather than posturing social science and humanism as an additional discipline within medical education, this curriculum seeks to empower of learners with heuristics that allow them to actively think sociologically and humanistically in the clinical encounter.



Oakland University Campus

- P1** Recommended Parking
- P2** Recommended Parking
- 11** South Foundation Hall
- 13** Oakland Center

Oakland Center Floor Map

